

Research on Quality Governance and Development Planning Strategies for Vocational Undergraduate Education

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Abstract: As a new type of higher education, the high-quality development of vocational undergraduate education urgently requires the construction of a scientific quality governance system and development planning mechanism. Based on the "Five-Chain Integration" theory and the CIPP evaluation model, this study constructs a trinity integrated framework of "Strategy-Governance-Evaluation", systematically sorts out the policy evolution and current situation of institutional supply, investigates typical practical models at the institutional level, and diagnoses deep-seated contradictions such as unclear development orientation, insufficient connotation construction, perfunctory quality governance, and lack of guarantee for planning implementation. The study systematically designs strategies from five dimensions: standard guidance, planning priority, stakeholder coordination, cultural infiltration, and digital empowerment. Specifically, it constructs a "Goal-Standard-Evaluation" quality governance framework guided by national professional teaching standards, establishes a dynamically adaptive development planning mechanism of "Demand-Oriented-Path", builds a governance network with the participation of multiple stakeholders, cultivates endogenous motivation with "quality culture" as the core, and develops a data-driven intelligent quality monitoring system, so as to provide a systematic path for the high-quality development of vocational undergraduate education.

1. Introduction

As a new type and new level of higher education, the high-quality development of vocational undergraduate education lies centrally in building an educational ecosystem highly compatible with industrial development. In 2019, China approved the establishment of 15 vocational and technical universities for the first time, marking the formal integration of undergraduate-level vocational education into the modern vocational education system. By June 2025, the number of vocational undergraduate colleges and universities had reached 87, whose standardized development and quality assurance urgently require institutional support. In 2021, the Ministry of Education issued

the Undergraduate Teaching Qualification Evaluation Indicators and Basic Requirements for Undergraduate-Level Vocational Schools (for Trial Implementation), establishing the value orientation centered on the "Three Basics" and "Three Highs and Three Unchanged Principles"[1]. In February 2025, the Ministry of Education issued 64 vocational undergraduate professional teaching standards, imposing a rigid requirement that practical teaching hours account for no less than 60% of the total. The gradual improvement of the policy system has laid an institutional foundation for the development of vocational undergraduate education, yet deep-seated problems in quality governance and development planning remain prominent [2].

At present, academic circles have carried out multi-dimensional research on vocational undergraduate education. Some scholars have constructed an analytical framework for the internal quality assurance system based on the "Five-Chain Integration" theory, while other studies have systematically explained the development index of school-running quality in vocational undergraduate education from the perspective of the CIPP evaluation model. However, existing research mostly focuses on model description or problem enumeration from a single dimension, and studies that systematically integrate quality governance and development planning and construct a linkage mechanism between the two are still insufficient [3]. In practice, vocational undergraduate colleges are confronted with multiple dilemmas, including unclear development orientation, inadequate connotation construction, formalistic quality governance, and insufficient guarantees for planning implementation. There is a lack of effective connection between quality governance and development planning, making it difficult to form a virtuous circle of mutual support.

Against this background, this study is entitled Research on Quality Governance and Development Planning Strategies for Vocational Undergraduate Education. It follows the logical thread of "theoretical foundation – current situation review – strategy construction" to carry out systematic research. Starting from the theoretical connotations of quality governance and development planning, this study clarifies their logical relationship and constructs a trinity integrated framework of "strategy – governance – evaluation" [4]. Furthermore, it systematically reviews policy evolution and institutional supply, investigates typical practical models at the institutional level, and diagnoses the main problems and deep-seated contradictions. On this basis, it systematically designs comprehensive strategies for quality governance and development planning from five dimensions: standard guidance, planning priority, multi-stakeholder coordination, cultural infiltration, and digital empowerment. This study aims to provide theoretical support and practical guidance for the high-quality development of vocational undergraduate education.

2. Theoretical Foundations of Quality Governance and Planning for Vocational Undergraduate Education

2.1 Core Connotation of Quality Governance and the Specific Prescriptiveness of Vocational Undergraduate Education

From the perspective of governance theory, there is a clear conceptual distinction between quality governance, quality management, and quality assurance. Quality management focuses on process control and standard compliance at the technical level; quality assurance emphasizes result-oriented evaluation and certification. In contrast, quality governance stresses the collaborative participation of multiple stakeholders, institutional arrangements for the allocation of rights and responsibilities, and democratic consultation through interactive processes. Its core lies in constructing a quality decision-making and continuous improvement mechanism jointly participated by multiple stakeholders: government, colleges and universities, industries, enterprises, and society [5].

For vocational undergraduate education, quality governance has distinctive institutional

prescriptiveness. On the one hand, it must follow the universal laws of quality governance in general undergraduate education; on the other hand, it must highlight the type characteristics of vocational education. The value orientation of the qualified evaluation of vocational undergraduate teaching is embodied in the "Three Basics" (basically qualified school-running conditions, basically standardized teaching management, and basically guaranteed teaching quality), the "Three Highs and Three Unchanged Principles" (high starting point, high standards, high quality; unchanged type of vocational education, unchanged orientation of technical and skilled personnel training, unchanged mode of industry-education integration), and the "Three Major Attributes" of education (political attribute, people's attribute, and strategic attribute). This value framework constitutes the fundamental guideline for quality governance in vocational undergraduate education [6].

Drawing on the theory of "Five-Chain Integration", quality governance can be further deconstructed into the collaborative operation of the target chain, standard chain, organizational chain, institutional chain, and cultural chain. The target chain anchors the training orientation; the standard chain provides measurement criteria; the organizational chain defines responsible entities; the institutional chain regulates operational mechanisms; and the cultural chain fosters endogenous impetus. The organic integration of the five chains elevates quality governance from a flat management activity to a three-dimensional ecological system, laying a conceptual foundation for subsequent analysis.

2.2 Theoretical Implications of Development Planning and Strategic Management in Vocational Undergraduate Colleges

From the perspective of strategic management theory, development planning is not merely a static textual plan, but a dynamic strategic management process covering complete links such as environmental analysis, goal-setting, path selection, resource allocation, implementation, and evaluation. As a new type of higher education institution, vocational undergraduate colleges undertake a unique strategic mission in their development planning: to achieve the value upgrading from an "industry follower" to an "industry co-creator", and deeply embed the education chain into the regional modern industrial chain and innovation chain [7].

Based on the CIPP evaluation model, the school-running quality of vocational undergraduate education can be divided into four dimensions: context quality, input quality, process quality, and output quality. Context quality focuses on whether the school-running philosophy and orientation match regional industrial demands; input quality examines whether school-running conditions and resources support talent training objectives; process quality evaluates whether school-running capacity and implementation effectively achieve the preset goals; output quality measures whether school-running achievements and contributions gain social recognition. This framework provides a systematic analytical tool for formulating development planning.

The core of development planning is to construct a "highly adaptive" educational ecosystem: in-depth adaptation between specialty clusters and industries, precise adaptation between talent training and post demands, dynamic adaptation between curriculum system and technological development, and collaborative adaptation between teachers' competence and industrial practice. Vocational undergraduate education aims to cultivate "technical engineers" or "field engineers" who connect research and development with production. Their knowledge structure is centered on on-site work logic, and their competence development focuses on solving complex on-site problems. Development planning must be systematically designed around this core orientation [8].

2.3 Logical Association and Integration Framework between Quality Governance and Development Planning

This section elaborates on the intrinsic logical connection between quality governance and development planning, and constructs a theoretical framework for their integration. Quality governance addresses the process-related question of "how to ensure quality", focusing on the coordination of multiple entities, the improvement of institutional mechanisms, and the establishment of a continuous improvement loop; Development planning addresses the directional question of "towards what quality", concentrating on clear strategic positioning, the construction of a target system, and the optimization of resource allocation. The two are mutually dependent and support each other: Development planning provides goal guidance and value orientation for quality governance, enabling quality governance to have a direction to follow; Quality governance provides implementation guarantees and dynamic feedback for development planning, ensuring that development planning has a foundation to rely on. If development planning is not led, quality governance is prone to fall into technicalist, fragmented operations; If quality governance is not guaranteed, development planning is likely to become a text-based empty talk left unimplemented. From a systems theory perspective, this study proposes a three-in-one integration framework of "strategy - governance - evaluation". The strategic level aligns with industrial demands to clearly define the development positioning, converting the value pursuit of "industry co-creators" into operational strategic goals; The governance level connects with multiple entities to build a collaborative mechanism, through institutional innovation to incorporate multiple stakeholders into the quality decision-making and improvement process; The evaluation level connects with quality standards to form a closed-loop feedback, drawing on the quality development index of vocational undergraduate education to conduct systematic measurement from four dimensions: background, input, process, and output. The construction of the integration framework enables quality governance and development planning to move from being separate to system coupling, providing a unified theoretical reference for the subsequent chapters' status examination and strategy design.

3. Review of the Current Practice of Quality Governance and Planning in Vocational Undergraduate Education

3.1 Analysis of Policy Evolution and Institutional Supply

A systematic review of policy evolution and institutional supply in the field of quality governance and development planning for vocational undergraduate education enables a clear understanding of the basic trajectory of its institutionalization process. In 2019, China approved the establishment of 15 vocational and technical universities for the first time, marking the formal inclusion of undergraduate-level vocational education into the modern vocational education system. By June 2025, the number of vocational undergraduate colleges and universities had reached 87, whose standardized development and quality assurance urgently require institutional support.

In 2021, the Ministry of Education issued the Undergraduate Teaching Qualification Evaluation Indicators and Basic Requirements for Undergraduate-Level Vocational Schools (for Trial Implementation), requiring all vocational undergraduate universities to undergo teaching qualification evaluation before having five cohorts of graduates. This evaluation indicator system is based on the "Three Basics" (basically qualified school-running conditions, basically standardized teaching management, and basically guaranteed teaching quality) and guided by the "Three Highs and Three Unchanged Principles" (high starting point, high standards, high quality; unchanged type of vocational education, unchanged orientation of technical and skilled personnel training, unchanged mode of industry-education integration), establishing the basic framework for vocational

undergraduate teaching evaluation. In 2022, the Ministry of Education released the new version of the Professional Introduction to Vocational Education, covering 247 vocational undergraduate majors, filling the gap in professional introductions for vocational undergraduate education. In February 2025, the Ministry of Education issued 758 newly revised or formulated professional teaching standards for vocational education, including 64 for vocational undergraduate education, which systematically designed teaching requirements for three levels: secondary vocational education, higher vocational colleges, and vocational undergraduate education.

The new standards include 11 elements such as overview, training objectives, training specifications, curriculum provision, teaching staff, teaching conditions, and quality assurance. They impose a rigid requirement that practical teaching hours for vocational undergraduate majors account for no less than 60% of the total, clarify that students are generally not required to write graduation theses, and regard process improvement, product design, and technological innovation as important components of graduation projects. The current policy evolution presents three major trends: the evaluation system has been gradually improved from scratch, professional standards have been continuously deepened from rough to detailed, and the orientation of vocational education type has evolved from vague to clear.

3.2 Typical Models of Quality Governance and Planning Practices at the Institution Level

By examining the typical practical models of quality governance and planning in current vocational undergraduate institutions, it can be observed that each institution has developed its own distinctive exploration paths based on its own educational positioning. Based on the text analysis of the quality annual reports of 34 vocational undergraduate institutions, the current status and characteristics of industry-academia integration are reflected in four dimensions: training positioning, resource investment, collaborative education, and service effectiveness. This provides a basic framework for quality governance and planning practices. The exploration of Hebei Science and Technology Engineering Vocational University is of exemplary significance. The university innovatively explored a distinctive path of "five-dimensional foundation building, three-directional pillar establishment, and six-measures framework erection": five-dimensional foundation building refers to constructing quality concepts from five dimensions: key elements, power guarantee, multi-dimensional analysis, evaluation thinking, and governance logic; three-directional pillar establishment refers to constructing a three-dimensional framework that is vertically connected, horizontally linked, and deeply embedded, breaking through the limitations of the traditional "five verticals and five horizontals" two-dimensional framework, integrating "deep five chain loops" and coupling "eight-character spiral" operation logic; six-measures framework erection refers to implementing the "11211" operation path, including building a smart campus, closely following the main line of goals, promoting two reforms, strengthening one round of guarantee, and cultivating one culture. This model has achieved a leap from a flat to a three-dimensional quality assurance system, forming a replicable practical model. At the planning level, Ningbo Vocational University explored a new path of "service orientation", constructing a professional group complex of "industry research platform + technology service platform + industry college + multiple enterprise colleges", and specifically implementing service orientation as meeting the requirements of the industry, serving the development of students, serving the regional economy, and serving innovation-driven development. Jinhua Vocational University adopted a combination model of "school assets + enterprise capital + scientific research resources" to create an "intelligent precision manufacturing industry-academia complex", forming a long-term mechanism of risk sharing and benefit sharing. These practices collectively demonstrate the innovative exploration of vocational undergraduate institutions in the field of quality governance and planning, providing rich

experience references for the construction of systematic strategies.

3.3 Diagnosis of Major Existing Problems and Deep-Seated Contradictions

A systematic diagnosis of the prominent problems existing in the current practice of quality governance and planning of vocational undergraduate education reveals a complex picture intertwined with multiple dilemmas.

From the perspective of quality governance, the internal quality assurance system of vocational undergraduate universities is confronted with practical dilemmas in terms of incompleteness, scientificity and hierarchy. Some colleges have deviations in their evaluation and construction practices: they are satisfied with meeting data standards while ignoring connotation construction, have an inaccurate understanding of the connotation of the "Three Basics", and narrow the concept of teaching down to classroom teaching, resulting in the evaluation being reduced to "classroom teaching quality assessment". Studies have pointed out that the evaluation pays more attention to the basic bottom-line requirements of the "Three Basics", while insufficient attention is given to the developmental requirements that mark the characteristics of vocational undergraduate education, such as the "Three Highs and Three Unchanged Principles". The construction of key links such as practical teaching system, curriculum and teaching materials is weak, and a sound practical teaching system has not yet been established. There is alienation in the implementation of the "Three Highs and Three Unchanged Principles": some schools equate meeting the data standards of basic school-running conditions with "high-level" education, ignoring the connotation construction behind the figures, which leads to quality governance becoming a mere formality.

From the perspective of development planning, vocational undergraduate universities are faced with problems such as unclear development orientation, insufficient connotation construction and weak brand recognition. The adaptability between specialty clusters and industries needs to be improved; the "precision matching mechanism between majors and industries" has not been effectively established. Some colleges blindly follow trends in major setting, lacking systematic research and forward-looking judgment on regional industrial demands. At a deeper level, as an emerging organizational field, vocational undergraduate education is trapped by insufficient institutionalization: it lacks a sufficient diachronic institutionalization process in the procedural dimension, and a solid foundation of core institutional elements in the structural dimension. The multi-stakeholder collaborative governance mechanism is not yet perfect; the institutional channel for industries and enterprises to deeply participate in quality governance has not been effectively opened up, and school-enterprise cooperation still remains at a superficial level. There is a lack of effective connection between quality governance and development planning: the goals of development planning are difficult to be implemented through quality governance, and the feedback from quality governance can hardly be transformed into the basis for dynamic adjustment of development planning. These intertwined deep-seated contradictions constitute the key obstacles restricting the high-quality development of vocational undergraduate education.

4. Systematic Strategies for Quality Governance and Development Planning of Vocational Undergraduate Education

4.1 Constructing a Trinity Quality Governance Framework of “Goal–Standard–Evaluation”

Guided by national professional teaching standards, constructing a trinity quality governance framework of “goal chain–standard chain–evaluation chain” is a fundamental project for quality governance in vocational undergraduate education.

At the goal chain level, based on the “Five-Chain Integration” theory, the goal system led by the

“Four Major Goals” is clarified, which organically integrates national strategic needs, regional industrial characteristics, and institutional development orientation. Vocational undergraduate colleges and universities must define the talent training orientation of “connecting R&D and production”. The knowledge structure takes on-site work logic as the main line, competence development focuses on solving complex on-site problems, and quality cultivation targets innovative demands in the field of technical practice. At the standard chain level, a standard system with the “Three Major Standards” as the backbone is formulated to implement the requirements of the Ministry of Education’s new version of professional teaching standards. The high-level employment demands and relevant technologies of enterprises are integrated into talent training specifications, typical work tasks, and curriculum systems. The new standards impose a rigid requirement that practical teaching hours for vocational undergraduate majors account for no less than 60% of the total, clarify that students are generally not required to write graduation theses, and regard process improvement, product design, and technological innovation as important components of graduation projects. These provisions must be transformed into concrete standards at the institutional level. At the evaluation chain level, a diversified evaluation mechanism covering the whole cycle of talent training is constructed. Referring to the development index of school-running quality in vocational undergraduate education, systematic measurement is carried out from four dimensions: context quality, input quality, process quality, and output quality. For internal evaluation, a digital monitoring platform is built to improve multi-dimensional evaluation indicators such as industry-education integration, teaching facilities, and teaching staff. For external evaluation, stakeholders including the government, enterprises, and third-party institutions are introduced for extensive participation.

The exploration of Hebei University of Science and Technology Engineering through “Five-Dimension Foundation, Three-Orientation Pillar, Six-Measure Beam” demonstrates that the core of standard guidance lies in transforming abstract quality requirements into operable, measurable, and improvable specific indicators, so that quality governance has rules to follow and evidence to rely on.

4.2 Establishing a Dynamically Adaptive Development Planning Mechanism of “Demand–Orientation–Path”

Centered on “high adaptability”, establishing a demand-oriented and dynamically adjusted development planning mechanism is a key measure for vocational undergraduate universities to realize strategic leadership. At the demand perception level, a systematic industrial demand research mechanism shall be established. Through “analysis by industry, sorting by park, and selection by enterprise”, it dynamically generates regional key industrial development maps, technology demand lists, and talent demand lists. Based on “demand orientation, condition compliance, and characteristic positioning”, implementation plans for “abolishing, suspending, integrating, optimizing, and establishing” majors shall be formulated. A major development mechanism featuring task orientation, interdisciplinary integration, and deep industry-university-research collaboration shall be explored to avoid blind follow-up in major establishment. At the strategic orientation level, vocational undergraduate universities need to transform from “industry followers” to “industry co-creators”, and concretize service orientation into serving industrial requirements, student development, regional economy, and innovation-driven development. The professional group complex of “industrial research platform + technical service platform + industrial college + multiple enterprise colleges” constructed by Ningbo Vocational University is a practical embodiment of this strategic orientation.

At the path design level, drawing on the systematic thinking of “Five-Dimension Foundation,

Three-Orientation Pillar, Six-Measure Beam”, an organizational development blueprint covering strategic positioning, resource allocation, governance structure, education effectiveness, service contribution and other dimensions shall be formulated.

4.3 Constructing a Governance Network with the Participation of Multiple Stakeholders

Breaking through the shallow mode of traditional “school-enterprise cooperation” and constructing a governance network jointly participated by multiple subjects including government, universities, industries, enterprises and society is the key to advancing quality governance in depth. In terms of governance structure innovation, drawing on the experience of Shandong Vocational University of Engineering and Chery Automobile in co-constructing an industrial college, a dual school-enterprise governance council shall be established. Enterprise representatives have substantial voting rights in major establishment, curriculum renewal and even student evaluation, transforming enterprises from “participants” to “organizers”. This reconstruction of rights and responsibilities breaks the dilemma of “one-sided enthusiasm” in school-enterprise cooperation and makes enterprises truly the main force of quality governance. In terms of platform carrier construction, a corporatized institution with independent legal personality shall be established through capital contribution of funds, equipment, patents and other intellectual property rights, jointly funded with leading industrial enterprises and research institutes. A multi-functional platform integrating “teaching and training workshop + scientific research laboratory + pilot production base” shall be built to form a closed-loop ecosystem of “industrial problems → scientific research → teaching transformation → market application”.

In terms of institutional mechanism improvement, the institutional chains of the four levels of “government-university-industry-enterprise” shall be standardized, a two-way collaborative curriculum development mechanism between schools and enterprises shall be established, and a curriculum construction team composed of industrial and enterprise experts, vocational education experts and in-school teachers shall be formed. The formation of a multi-stakeholder collaborative governance network shifts quality governance from isolated efforts by universities to systematic co-governance of the ecosystem.

4.4 Cultivating Endogenous Motivation Centered on “Quality Culture”

The highest level of quality governance is the shift from institutional regulation to cultural consciousness. Cultivating a cultural chain characterized by “quality culture” provides the fundamental guarantee for the long-term development of quality governance in vocational undergraduate education.

At the conceptual level, distinctive cultures such as “craftsmanship and spirit” are integrated into the institutional system, promoting the spirit of model workers, dedication, and craftsmanship. This drives quality awareness to transform from external requirements into internal pursuits. Vocational undergraduate universities should embed the philosophy of “quality first” throughout the entire process of talent cultivation, enabling faculty and students to develop a high sensitivity to and conscious pursuit of quality. At the institutional level, quality culture is integrated into more than 300 regulations, making quality standards, quality accountability, and quality improvement conscious actions for all teachers and students. Hebei University of Science and Technology Engineering took the lead in issuing the Quality Report on Fostering Virtue Through Moral Education, and disseminated quality concepts through platforms including Xinhuanet and People’s Daily Online. This practice, which corrects public misunderstandings through proactive image-building and communication strategies, is worth learning from. At the practical level, activities such as Quality Month, quality forums, and selection of quality models are held to foster a

strong quality culture, so that quality awareness is internalized in mind and externalized in behavior. At the educational level, official media and industrial platforms are used to discover and publicize typical deeds of outstanding graduates in frontline positions, reshaping the social image of vocational undergraduate education and enhancing its value in boosting economic and social development and improving people's well-being. Through cultural infiltration, quality governance is promoted from "physical combination" to "chemical integration", realizing three major transformations: from data to digital intelligence, from management to governance, and from institution to culture.

4.5 Build a data-driven intelligent quality monitoring system

Taking the digital transformation as an opportunity, building a data-driven intelligent quality monitoring system is an effective way to solve the intelligent dilemma of "data disconnection". At the data collection level, the university should integrate multi-source data from the educational administration system, student affairs system, training system, and employment system, break the "separate and independent" data islands, and establish a dynamic database covering the entire process of talent cultivation. The new standards clearly require promoting digitalization and artificial intelligence empowerment in teaching, providing policy guidance for the construction of an intelligent monitoring system. Centering on the main line of "target - standard - implementation - diagnosis and improvement", the university should establish a dynamic monitoring and abnormal warning mechanism for key quality indicators, and when a certain indicator deviates from the preset threshold, the system will automatically trigger a warning, prompting relevant departments to intervene in time. At the analysis and diagnosis level, three major analyses are promoted: macro and micro situation, benchmarking, and feedback. By applying multi-dimensional data analysis techniques, quality issues and potential risks can be accurately identified. Through in-depth exploration of data such as the employment quality of graduates, the satisfaction of employers, and the competition results of students, systematic problems in talent cultivation can be discovered. In the improvement and optimization level, a "evaluation - feedback - improvement" closed-loop mechanism is established to convert the analysis results into the basis for teaching reform and management decisions. Through digital empowerment, a transition from experience-based judgment to data-driven high-quality governance is achieved to ensure that quality governance always keeps pace with the development of the times and technological changes.

5. Conclusion

This study systematically constructed a strategic framework for the quality governance and development planning of vocational undergraduate education. The research revealed that quality governance and development planning are mutually dependent and mutually reinforcing: the development planning provides goal guidance for quality governance, and quality governance provides implementation guarantees for the development planning. The core lies in achieving "three transformations": from data compliance to internal construction, from school-enterprise cooperation to diversified co-governance, and from institutional regulation to cultural awareness. Future research can further explore the new forms of quality governance in the era of artificial intelligence and the deep paths for vocational undergraduate education to serve the new quality productive forces, contributing theoretical wisdom to the improvement of the Chinese-style vocational education system.

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